

PROGRESS REPORT

REEDLEY COLLEGE

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A Confidential Report Prepared for
the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited

Reedley College

on

October 31, 2006

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DATE: November 30, 2006
TO: Accrediting Commission for Community and Junior Colleges
FROM: Jackie L. Fisher, Sr., Ed.D., Team Chair
SUBJECT: Report of Progress Report and Visit,
Reedley College, October 31, 2006

A comprehensive visit was conducted at Reedley College October 25-27, 2005. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 11-13, 2006, acted to reaffirm accreditation of Reedley College. However, the Commission required that Reedley College complete a Progress Report by October 15, 2006. The Progress Report would be followed by a visit by Commission representatives.

On October 31, 2006, a visiting team consisting of Dr. Jackie L. Fisher, Sr. and Robert Dees conducted the site visit to Reedley College. The purpose of the team's visit was to confirm that responses to the Commission's final report of January 31, 2006, were addressed in the Progress Report prepared by Reedley College. The team was to determine if continual and positive movement toward institutional good practice had occurred at Reedley College.

In general, the team found that administrators, faculty, and classified staff had prepared well for the visit as demonstrated by the agreed-upon meetings and assembling of all appropriate documents to verify that the statements made in the Progress Report were accurate. The staff provided additional evidence when requested by team members. Administrators, faculty, staff, and students were very generous with their time and assistance.

During the site visit, the team met with the President of Reedley College, Provost of the North Centers, team leaders, President of the Associated Student Body, Accreditation Liaison Officer, members of faculty and staff, and students. The team found that the overall morale of administrators, faculty, and staff has increased significantly since the evaluation team's visit in October 2005.

Through interviews with team leaders, the President of the College, and the Provost of the North Centers and an open meeting with employees, the team was able to confirm that the Progress Report portrayed an accurate description of the college's effort to meet the recommendations provided by the Commission. The team was impressed by the thoroughness of the Progress Report.

The Progress Report and visit were expected to document improvement with regard to the following recommendations:

1. The team recommends that the college conduct meaningful, timely, and inclusive dialogue with all constituent groups to identify, develop, and implement student learning outcomes at the course, program, and degree level. The college should determine and implement relevant assessment methodologies and procedures to evaluate student learning outcomes and enhance institutional effectiveness.
2. The team recommends that the college develop, implement, and evaluate a college-wide strategic plan that incorporates the individual planning efforts of the college and centers. The college-wide strategic plan should include assessment of student and community needs in order to determine the efficiency of college programs and services and to improve institutional effectiveness. Additionally, the strategic plan should identify and define the allocation of fiscal, physical, human, and technical resources that are required during all operational hours for existing centers and campuses and those that will be needed as future centers and campuses are developed.
3. The team recommends that the college improve communication by engaging in dialogue that is inclusive of all constituents, informed, and intentional about institutional quality and improvement. The dialogue should purposefully contribute to planning and institutional change. This dialogue must include formal and informal pathways for effective communication links and conflict resolution mechanisms so that information and recommendations are equally accessible to all constituent groups and centers.
4. The team recommends that the college implement the revised program review process. This process should include the assessment of student learning outcomes along with other assessments that yield quantitative and qualitative data for analysis. This information should be used for planning, decision-making, program improvement, and resource allocation.
5. The team recommends that the college fully implement the previous team's recommendation by ensuring that professionally qualified library and learning resource staff provide support at all locations where these services are offered currently and will be needed as future centers and campuses are developed.
6. The team recommends that the college develop, implement, and evaluate a college-wide strategic plan that 1) incorporates the individual planning efforts of the college and 2) results in a cohesive planning framework. Simultaneously, the college should remain cognizant of the strategic direction of the State Center Community College District as it moves toward increasing the number of colleges in the district.

Reedley College's Responses to the Team's Recommendations:

- 1. The team recommends that the college conduct meaningful, timely, and inclusive dialogue with all constituent groups to identify, develop, and implement student learning outcomes at the course, program, and degree level. The college should determine and implement relevant assessment methodologies and procedures to evaluate student learning outcomes and enhance institutional effectiveness.**

The Progress Report (2006) indicated that "Reedley College has focused on meaningful timely and inclusive dialogue with the constituent groups in the implementation of student learning outcomes in order to clarify how the college would implement the entire cycle of writing, assessing, and improving student learning outcomes." The college stated that as a result of attending a workshop sponsored by the California Community College Chancellor's Office, samples of student learning outcomes involving student services and assessment strategies were developed. The team was able to confirm this progress by reviewing documents and interviewing the President, Provost, team leaders, and staff.

The college also indicated in its Progress Report that Dr. Norena Badway has been retained as a consultant to facilitate workshops during the 2006–2007 academic year on how to develop, implement, and assess student learning outcomes. Workshops facilitated by Dr. Badway have been designed to enable all college constituent groups to develop a four-step process in the development, implementation, and evaluation of student learning outcomes at the course, program, and degree level. The team found that constituent groups have embraced Dr. Badway's four-step process.

Conclusion: The team found that the college has made significant progress in better understanding student learning outcomes. Team leaders stated they could continue with the four-step process after Dr. Badway has completed her contract. However, since the process to determine an appropriate assessment concerning student learning outcomes has not been completed, the team recommends that in order to fully meet the standards the college continue efforts to institutionalize the student learning outcomes/assessment/analysis/improvement cycle.

- 2. The team recommends that the college develop, implement, and evaluate a college-wide strategic plan that incorporates the individual planning efforts of the college and centers. The college-wide strategic plan should include assessment of student and community needs in order to determine the efficiency of college programs and services and to improve institutional effectiveness. Additionally, the strategic plan should identify and define the allocation of fiscal, physical, human, and technical resources that are required during all operational hours for existing centers and campuses and those that will be needed as future centers and campuses are developed.**

In the Progress Report, the college indicated that Strategic Plan Support Teams, with representatives from both Reedley College and the North Centers, were given primary responsibility for linking strategic plans concerning institutional planning for all sites. The college hired consultants from the Datatel Center for Institutional Effectiveness to assist with Reedley College and the North Centers strategic plan development. Fresno City College and the State Center Community College District are employing this same consulting firm. Team leaders stated that after the colleges (Fresno City and Reedley College) and centers have completed their respective strategic plans, the district would develop a strategic plan to sustain the colleges' and centers' strategic plans.

Through interviews with constituent groups, the team found that efforts to improve institutional planning are proceeding well, and there was consensus among these groups that additional time is required to complete this important effort.

Conclusion: While the team recognizes that all constituent groups have made significant strides in developing and implementing a comprehensive strategic plan, efforts should continue at the same level of commitment if the college is to achieve the recommendation listed in the Commission's report of October 2005.

- 3. The team recommends that the college improve communication by engaging in dialogue that is inclusive of all constituents, informed, and intentional about institutional quality and improvement. The dialogue should purposefully contribute to planning and institutional change. This dialogue must include formal and informal pathways for effective communication links and conflict resolution mechanisms so that information and recommendations are equally accessible to all constituent groups and centers.**

In the Progress Report, the college stated that all constituent groups have collaborated to improve communication with the intent of improving institutional effectiveness. The report indicated that all college retreats have been held at Reedley College, the North Centers, and at locations equal distance from the college and the centers (e.g. California State University, Fresno, and Fresno Pacific University). Also, the Classified Senate sponsored a Leadership Workshop to determine best practices to improve communication among classified groups. In addition, minutes and notes of meetings from all shared governance committees are posted on the college's intranet (Blackboard) to afford opportunities for employees to obtain access to information.

The President of Reedley College and the Provost of North Centers stated that ten classified employees and two administrators attended the Disney Institute to learn methods to enhance leadership, quality service, customer loyalty, organizational creativity, and team building. The college also sent faculty and administrators to the annual National Institute for Staff and Organizational Development (NISOD)

Conference on Teaching and Leadership Excellence in Austin, Texas. Through interviews with constituent groups, the team found that participants enthusiastically embraced the events.

Conclusion: The team found that college has made significant efforts to improve communication through activities that engage employees in dialogue that is inclusive of all constituents, informed, and intentional about institutional quality and improvement. After conducting interviews, the team found that employees are demonstrating a stronger commitment to ensure two-way communication among all constituent groups. While this recommendation has been partially met, the team recommends that constituent groups at Reedley College and the North Centers continue this important effort to improve communication to fully meet the Commission's recommendation.

- 4. The team recommends that the college implement the revised program review process. This process should include the assessment of student learning outcomes along with other assessments that yield quantitative and qualitative data for analysis. This information should be used for planning, decision-making, program improvement, and resource allocation.**

The Progress Report states that Reedley College and the North Centers have drafted a revised program review policy, which is set forth in the Program Review Handbook Cycle Two: Spring 2005 – Spring 2010. The revised handbook was shared with the team during the visit. The Program Review Committee and faculty members involved in the first cycle developed the draft handbook, which will be submitted for approval at the next Academic Senate meeting.

The team reviewed the revised program review process, which includes guidelines for both instructional and non-instructional programs. The document delineates timelines for completion, student learning outcomes, assessment of qualitative and quantitative data, and short- and long-term goals. After interviewing campus groups, the team confirmed that the revised program review plan would be used as a key component of the ongoing budgeting process and planning activities of the college and centers.

Conclusion: The Reedley College and North Centers' revised program review policy appears to be a good effort to conduct a reliable self-assessment of all programs and tie the results to planning and budget allocations. The college should take steps to ensure that the proposed program review policy is adhered to during cycle two. The team believes that if all programs follow the revised program review policy, the college will be able to plan and budget successfully. However, while this recommendation has been met, the team recommends that the college continue to apply and evaluate the revised program review process to ensure that expectations of the Commission continue to be satisfied.

- 5. The team recommends that the college fully implement the previous team's recommendation by ensuring that professionally qualified library and learning resource staff provide support at all locations where these services are offered currently and will be needed as future centers and campuses are developed.**

In October 2005, the evaluation team found that a need for a full-time librarian has been an issue for the North Centers. In 2000, the Commission's evaluation team recommended that the college take steps to ensure that professionally trained librarians were available at all library and learning resource sites in the district. There are two professionally trained librarians at Reedley College and none at the North Centers. The two Reedley College librarians and adjunct librarians provide all the professional services for all locations.

The Progress Report indicated that the North Centers hired two additional permanent part-time instructional aids to assist during evening hours of operation at the Madera and Clovis Center libraries. In addition, the report stated that a job announcement for the North Centers' librarian will be developed with the intention that the position be filled during spring 2007. Interviews with the President of Reedley College, Provost of the North Centers, and Team leaders, confirmed the college's commitment to fill the librarian position.

Conclusion: While there appears to be a commitment to fill the full-time librarian position, the team believes that in order to assure compliance with the recommendation, the Commission should continue to monitor the college's effort to fill this position as recommended by two evaluation teams (2000 and 2005).

- 6. The team recommends that the college develop, implement, and evaluate a college-wide strategic plan that 1) incorporates the individual planning efforts of the college and 2) results in a cohesive planning framework. Simultaneously, the college should remain cognizant of the strategic direction of the State Center Community College District as it moves toward increasing the number of colleges in the district.**

In the Progress Report, Reedley College and North Centers reported a joint effort to develop a process that would ensure that strategic plans for all sites were linked. Reedley College and North Centers formed Strategic Plan Support Teams, which consisted of representatives from faculty, classified, and administration as well as the Institutional Researcher and Director of Technology from both sites. The report also stated that the teams have met to agree to responsibilities. The accreditation team confirmed the statements made in the Progress Report through interviews with the President of Reedley College, the Provost of the North Centers, team leaders, and other faculty and administrators.

The accreditation team found that Reedley College and the North Centers, along with Fresno City College, are each in the process of developing strategic plans.

As indicated in the Progress Report, in response to the Commission's recommendations, the Chancellor of State Center Community College District has formed a District Office Accreditation Planning and Facilities Committee to begin identifying resources that will support each college's needs.

Through interviews with constituent groups, the team found that the district hosted a districtwide Workforce Development Summit on October 26, 2006, to seek qualitative information concerning workforce preparation. Interviews with constituent groups and the Chancellor of the District confirmed that the summit collected information that will be useful in assisting with the development of a districtwide strategic plan.

Conclusion: While the team recognizes the progress being made in the area of cohesive strategic planning, the team recommends that Reedley College and the North Centers continue to work with the district in order to fully satisfy the Commission's recommendation.